DOCUMENT RESUME

ED 032 815 FL 001 483

1968-69 Advanced Placement German.
College Entrance Examination Board, New York, N.Y.
Pub Date 68
Note-18p.
Available from-College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540 ($.50)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors-Advanced Placement, *Advanced Placement Programs, Articulation (Program), College Bound Students, College High School Cooperation, College Placement, Course Content, *Curriculum Guides, *German, Language Proficiency, Language Programs, Language Tests, Literary Analysis, *Secondary School Students, *Second Language Learning, Standardized Tests, Student Evaluation, Superior Students
Identifiers-College Entrance Examination Board

This description of the Advanced Placement Program in German for secondary school students furnishes (1) the goals of the course, (2) a reading list to be used in preparation for the exam, and (3) an outline of the test. Examples and achievement standards are offered with sample test items. Interested individuals and institutions are also provided with information relative to procedures used for student evaluation and other sources which would be of value in an attempt to establish an Advanced Placement Program. This leaflet describes the program in German for 1969-70 as well as for 1968-69. For related documents see FL 001 481, FL 001 482, and FL 001 484. (RL)

EDO 32815

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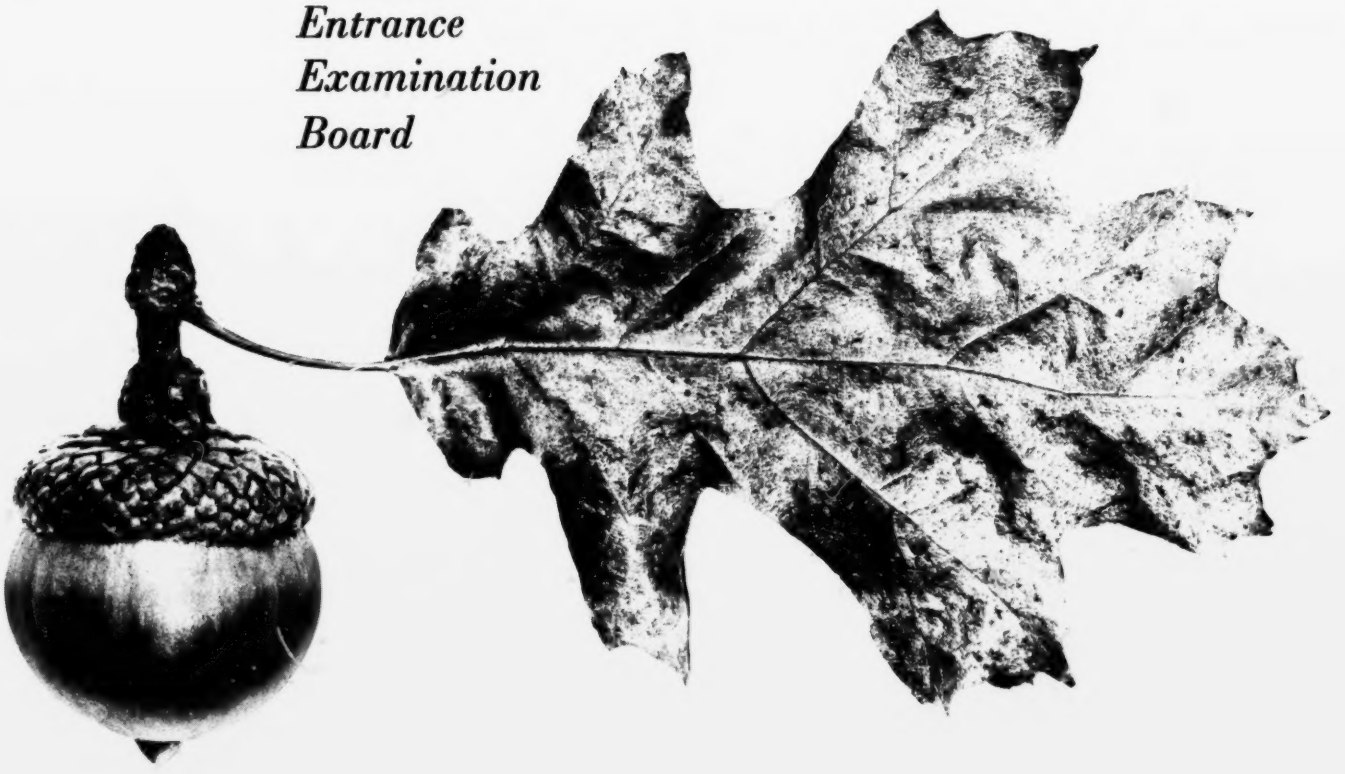
College Entrance Examination Board



FL001 483

1968-69 ADVANCED PLACEMENT GERMAN

Additional copies of this offprint leaflet may be ordered from College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540. Similar offprints are available for each subject included in *1968–70 Advanced Placement Course Descriptions*. The price of offprints is 50 cents per copy. Please order by subject.

The following related publications may also be ordered from the Publications Order Office:

1968–70 Advanced Placement Course Descriptions. This book, consisting of 191 pages, contains course descriptions and sample examination questions in the following subjects: American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, and Spanish. The price is $2.50 per copy (20 percent discount for orders of five or more copies).

A Guide to the Advanced Placement Program discusses the objectives, offerings, and activities of the Advanced Placement Program. Copies are available on request.

Interpreting and Using Advanced Placement Examination Grades explains how the grades are determined and what they mean. The price is 25 cents per copy.

College Advanced Placement Policies, 1968, lists the Advanced Placement policies of more than 970 colleges. The entry for each college gives the name of the college and the lowest Advanced Placement Examination grades the college will normally accept for advanced placement or credit, or both, in each of the Advanced Placement subjects. Also listed is the name of the person at each college to whom inquiries may be directed. The price is $1 per copy.

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Introduction

The Advanced Placement Program of the College Entrance Examination Board offers college-level course descriptions and examinations in 11 disciplines. Through these, secondary schools provide the opportunity for their stronger students to proceed meaningfully, at an appropriate pace, without their advanced achievement being ignored by the colleges of their choice.

The course descriptions and examinations are available in American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, and Spanish. This leaflet is an example of one such course description; leaflets are also available in the other 10 subjects. A collection of all the course descriptions, together with a detailed account of their relationship to the Advanced Placement Program, is available under the title *1968–70 Advanced Placement Course Descriptions.*

In every subject the course description and the examination are established by a committee of school and college teachers. The course description is under constant review and is revised and republished every two years. Supplementary revisions are published when necessary.

The course description, discussed annually at the Advanced Placement Program conference held in each field of study, is the special responsibility of the rotating committee of examiners in the subject concerned. In every discipline the course descrip-

tion is the result of more than 10 years' debate and deliberation on the form of advanced preparation that can best be offered to stronger students in secondary schools to prepare them for advanced placement at college.

Each course description, therefore, provides a professional consensus at which schools can direct their efforts and from which colleges can anticipate the preparation that a candidate has received. Thus the course descriptions constitute the essence of the Advanced Placement Program and offer a way by which hundreds of schools and colleges can provide responsible, effective curricular articulation for thousands of able, ambitious students every year.

To this end the course descriptions are made sharp enough to convey a clear, professional meaning to a department chairman or curricular consultant. Yet, they are kept sufficiently loose and flexible to allow for the strengths and preferences of individual teachers in differing circumstances. And they are clarified further by the examination in each field. For the examination, in both form and content, affords another illustration of the nature of the advanced study that the examining committees have in mind. A limited supply of essay questions that have been used in the examinations may be purchased from Educational Testing Service, Princeton, New Jersey 08540.

The Advanced Placement Examinations are offered every May. They are three-hour examinations with the exception of the four Latin examinations, each of which is an hour and a half in length. The examinations are prepared by the committees and based on the course descriptions. The flexibility and choices of the course descriptions are mirrored in the examinations, while the professional consensus of what constitutes meaningful advanced preparation remains their constant objective.

All the examinations contain essay or problem-solving sections. They also contain multiple-choice questions to provide swift tests of subject matter, keep costs tolerable, and increase both the reliability and stability of the results—that is, the likelihood

that a student taking the examination in subsequent years would receive the same grade.

The examinations in each field are then read and graded by a committee of school and college teachers under the direction of a chief reader, a college professor chosen especially for this purpose. The chief reader sits with the committee in order to assure communication between the two groups and is responsible for transmitting and translating the examiners' expectations into the readers' grades.

These grades reflect tne readers' professional judgment of the candidates' qualifications based on the course descriptions: 5–extremely well qualified, 4–well qualified, 3–qualified, 2–possibly qualified, 1–no recommendation.

Hence it is critically important that every teacher presenting candidates, and every college professor receiving them, be familiar with the examiners' expectations in each field, for they are the basis of the examination and therefore of the grade. It is to this end that this leaflet has been prepared.

Further information about the Advanced Placement Program may be obtained from Harlan P. Hanson, Director of the Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027; or from the appropriate College Board regional office:

Midwest: Hollace G. Roberts, Director
625 Colfax Street, Evanston, Illinois 60201
Northeast: Bernard P. Ireland, Director
475 Riverside Drive, New York, New York 10027
South: Robert E. Stoltz, Director
Sewanee, Tennessee 37375
Southwest: Harry M. Gerlach, Director
2813 Rio Grande Street, Austin, Texas
Mailing address: Box 7276, Austin, Texas 78712
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800 Welch Road, Palo Alto, California 94304

GERMAN

A German course leading to advanced placement should encourage superior students to achieve a high degree of competence in the language skills—understanding, speaking, reading, and writing German—and to develop their ability to read and interpret German literature.

A four-year sequence is generally required to achieve the aims set forth in this course description, but a number of variations are possible. For example: (1) Advanced Placement students may receive special training within or outside the regular fourth-year course; (2) superior students may be permitted to bypass one or two semesters, thus reaching the fourth-year course after only two or two and a half years of study; (3) if more than two sections of second- and third-year German exist, a special section may be established for superior students to cover the work of second- and third-year German in one year; or (4) where no provisions can be made for a fourth-year course, outstanding students may be prepared for the Advanced Placement Examination by special tutorial work.

As longer sequences of language classes, beginning in junior high school, are established, more and more Advanced Placement candidates will be trained in regular fourth- or fifth-year courses. It should be borne in mind, however, that an Advanced Placement course can only be as good as the foundation on which it rests. The Committee of Examiners for German feels very strongly that any school embarking upon an Advanced Placement program in German should thoroughly examine the content of its basic courses. Academic excellence should be the

main goal, even in beginning German classes; high achievement in an introductory literature course is possible only when there has been high achievement in the acquisition of language skills. Within a strong four-year sequence, work toward the German Advanced Placement Examination can well begin in the eleventh grade.

The German Advanced Placement course description stresses a balance of linguistic and literary achievement, based on the assumption that language work beyond the acquisition of basic skills has a rightful place beside literary analysis as "college-level work." The examination will clearly reflect this conviction. Candidates should have the linguistic training equivalent to the first two years of a strong college German course and the experience of applying this linguistic achievement to the work done in a third-year introduction-to-literature course. Candidates are not expected to have the training equivalent to a third-year college course in composition and conversation.

The September 1965 issue of *The German Quarterly* was devoted entirely to Advanced Placement; it contains articles by college and high school teachers, as well as a complete reprint of an Advanced Placement Examination including the script for the tape-recorded parts of the examination.*

Course Ideally the preparation of Advanced Placement students should begin in the first-year course in order to achieve the highest possible degree of language proficiency. By the time they start their last year of German in secondary school, candidates should be able (1) to understand German spoken in connected discourse or in simple lectures at normal speed; (2) to express themselves in idiomatic German on everyday conversational topics as well as on general literary themes; (3) to read German literary works of moderate difficulty; and (4) to write simple German with reasonable ease and accuracy.

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*The tape recording can be purchased for $6. Address your orders, accompanied by payment, to College Board Advanced Placement Examinations, Box 977, Princeton, N.J. 08540.

Beyond the acquisition of these basic skills, Advanced Placement candidates should develop an increasing familiarity with the German language as a mode of expression distinctly different from English, and a capacity for literary interpretation and critical analysis of representative works by major German authors. Both of these aims can be achieved by reading works suggested in the two lists below.

Reading lists

The authors represented in these reading lists range chronologically from Lessing to contemporary writers such as Böll and Grass. Under no circumstances, however, should an Advanced Placement course represent a survey of German literary history, nor should it unduly stress the authors' biographies. The starting point for any interpretation should be the language of the work itself, leading to a discussion of style, imagery, symbolism, techniques, and aesthetic qualities. Students should then go on to consider the historical background and the moral, philosophical, and social issues that may be involved.

Reading only for comprehension and factual information is typical of most third-year courses. However, some of the techniques suggested for the Advanced Placement course, for example, identification of stylistic features characteristic of an author or a period, comparison of poems or of prose passages, or discussion of narrative techniques, can be used as early as the third year of study. Close coordination and cooperation with the English department often prove very valuable in introducing such techniques. A number of the works listed below can easily be read in a third-year course. The following works must be read in preparation for the examination:

Goethe, selected poems, *Urfaust*
Schiller, selected ballads, *Maria Stuart*
Kleist, *Prinz Friedrich von Homburg*
Heine, selected poems
Keller, *Kleider machen Leute*

Mann, *Tonio Kröger*
Rilke, selected poems
Kafka, *Ein Hungerkünstler*, *Das Urteil*

The committee does not consider these to be the most outstanding works of German literature, but they are works of indubitable importance that are commensurate with the candidates' age level and linguistic capacities in German. These works need not be read in chronological order; in fact, it may be pedagogically sounder to proceed from the easier reading to the more difficult reading.

In addition, reading in breadth should be developed through selected works from the list below that includes further works by the above authors as well as those of other writers. At least *four* authors from the list below should be covered; the titles, however, are merely suggestions and are intended to be guidelines rather than directives. The works in this second list will not be tested specifically. Candidates will be required to demonstrate what they are able to do as a result of their reading experience rather than merely what they have done with works they have studied in class. In selecting works for supplementary reading, teachers should make sure that the works chosen represent a variety of genres, styles, and historical periods. The committee also strongly recommends the use of an anthology of poetry.

Lessing, *Minna von Barnhelm*, *Nathan der Weise*, or *Emilia Galotti*
Goethe, *Egmont* or *Die Leiden des jungen Werther*
Schiller, *Die Jungfrau von Orleans*, or *Wilhelm Tell**
Kleist, *Michael Kohlhaas*, or *Das Erdbeben in Chili*
Tieck, *Der blonde Eckbert**
Eichendorff, *Aus dem Leben eines Taugenichts*,* selected poems
E. T. A. Hoffmann, *Der goldene Topf*, or *Das Fräulein von Scuderi*
Chamisso, *Peter Schlemihl**
Heine, *Die Harzreise*

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*Suitable for reading as early as the third year.

Stifter, *Bergkristall*,* or *Brigitta*
Keller, *Romeo und Julia auf dem Dorfe*,* or *Die drei gerechten Kammacher**
Mörike, *Mozart auf der Reise nach Prag*
Grillparzer, *Der arme Spielmann*, or *Sappho*
Hebbel, *Maria Magdalena*
Meyer, *Der Heilige*, or *Gustav Adolfs Page**
Storm, *Immensee*,* *Aquis Submersus*, or *Der Schimmelreiter*
Fontane, *Irrungen Wirrungen*
Hauptmann, *Bahnwärter Thiel*, or *Einsame Menschen*
Schnitzler, *Der grüne Kakadu*, *Leutnant Gustl*, or *Der blinde Geronimo**
Hofmannsthal, selected poems, *Der Tor und der Tod*
Mann, *Tristan* or *Mario und der Zauberer*
Hesse, *Knulp*,* or *Siddharta*
Kafka, *Die Verwandlung*
Rilke, *Die Weise von Liebe und Tod des Cornet Christoph Rilke*
Brecht, *Der gute Mensch von Sezuan*, *Mutter Courage*, or *Galileo*
Borchert, *Draussen vor der Tür**
Dürrenmatt, *Der Besuch der alten Dame*, or *Der Richter und sein Henker**
Frisch, *Biedermann und die Brandstifter*, or *Andorra*
Contemporary short stories and *Hörspiele* by authors such as Aichinger, Bachmann, Böll, Eich, Grass, Lenz, and Schnurre

The number of pages read is not a decisive factor. Close reading and detailed analysis of short works—for example, Kafka's *Vor dem Gesetz*—can be excellent preparation for comprehensive reading of longer works.

The works contained in the first list can easily be read in any regular fourth-year secondary school course. When there is no provision for a special advanced section of fourth-year German, the Advanced Placement candidates in the regular course may be given the reading from the second list as special work in addition to the basic reading from the first list.

The special issue of *The German Quarterly* mentioned above contains a bibliography of available texts and of secondary sources useful to the Advanced Placement teacher.

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*Suitable for reading as early as the third year.

Examination

The examination is designed to test the student's linguistic competence and his capacity for literary interpretation and critical judgment. In terms of literary content, the level of the examination is comparable to the level of examinations given in colleges and universities after third-year introductory literature courses. The language proficiency required for participation in such a course is tested explicitly and implicitly as it is applied to literary topics. The required level of language achievement is intended to be comparable to the outcome of a second-year college-level course in German, not to a third-year course in composition and conversation. Consequently, the candidate is permitted to write certain parts of the examination where subtle insights and complex thoughts need to be communicated either in German or in English, whichever enables him to express himself most effectively. In other parts of the examination, however, the candidate is required to answer in German. Students will be tested on their knowledge of the works in the first list, on their familiarity with some works from the second list (or similar works), and on their ability to discuss comparable literary material with which they are presumably not familiar.

Basic changes in the examination will not be made without appropriate prior announcement. The questions outlined below give an indication of a typical examination; future examinations will, of course, vary in detail.

Listening comprehension

The candidate may hear a series of short conversations and be asked to select, from among four printed choices, the response that most appropriately continues the conversation.

For instance, the candidate may hear:

"Du, Ernst, der Gustav hat schon wieder ein Buch von uns mitgenommen, ohne vorher zu fragen."
"Ich sage ja, der weiß nicht, was sich gehört."

In his examination book, the candidate reads the four choices that follow and selects the appropriate response.
(A) Hat er ihn denn wenigstens gefragt?
(B) Wir hätten ihn nicht mitnehmen sollen.
(C) Ich hoffe nur, er bringt es wieder.
(D) Von wem hat er es denn gehört?

Obviously, the correct response is (C). Other questions of this type may refer to general literary or cultural topics.

The candidate may be asked to listen to and take notes on a brief recorded lecture on a literary or cultural topic and then demonstrate his understanding by answering a number of printed multiple-choice questions. Topics discussed in past examinations include: Deutsche Klassik und Romantik; Der Dichter und die Politik; Eichendorff und Heine; Die Rolle der Zeitung in Deutschland; Das deutsche Theater.

The candidate may be asked to write suitable responses to tape-recorded conversational statements. (In the absence of a speaking test, this technique comes closest to testing the candidate's speaking ability.) Each spoken sentence is followed by a pause of 35 seconds during which the candidate writes his response. He may use either phrases or complete sentences in his answers, whichever he finds more suitable.

He may, for example, be told "Zwei amerikanische Jungen sitzen am Radioapparat und hören ein Programm aus Deutschland." If he then hears the remark: "Mensch, die sprechen aber schnell!" he might reply: "Ja, die Deutschen sprechen immer schnell." Or he might answer: "Das finde ich gar nicht; ich konnte jedes Wort verstehen."

Some of these conversational stimuli may also refer to literary topics. If, for example, the statement is made: "Ich finde, daß Kafkas Geschichten furchtbar schwer zu verstehen sind," the candidate might reply: "Gerade das macht Kafka so interessant." A more sophisticated answer might be: "Das kommt daher, daß sein Stil so einfach ist und seine Symbolik so kompliziert."

Writing

Candidates may be asked to write a short composition in German on an assigned topic. For example, candidates may be asked to read a brief prose passage or poem and to comment in German on certain aspects, such as content and form.

Literary interpretation

Candidates may be asked to answer a number of multiple-choice questions based on the works and authors from the first reading list above. For example:

1. Nettchen sagte gerührt: "Ach, das Nationale ist immer so schön!," weil Strapinski
   (A) viele Jahre in Polen verbracht hatte
   (B) das polnische Lied ins Deutsche übersetzt hatte
   (C) soeben ein Volkslied auf polnisch gesungen hatte
   (D) auch Schweizer geworden war

2. "Hier traf er, da bald darauf ihre erschrockenen Frauen erschienen, Anstalten, einen Arzt zu rufen, versicherte, indem er sich den Hut aufsetzte, daß sie sich bald erholen würde, und kehrte in den Kampf zurück." Dem Stil nach zu urteilen, stammt dieser Satz von
   (A) Kafka
   (B) Keller
   (C) Mann
   (D) Kleist

3. Kafkas "Urteil" behandelt einen Konflikt zwischen
   (A) Dichter und Bürger
   (B) Traum und Wirklichkeit
   (C) Vater und Sohn
   (D) Einst und Jetzt

Candidates may also be asked to answer essay questions on poems or prose passages from works by the authors on the first list. These questions may be answered in English or in German, but candidates are not given special consideration for answering in German. For example, candidates may be given the following passage from Keller's *Kleider machen Leute.*

Er stürzte vor ihr nieder und rief: "Verzeih mir! Verzeih mir!" "Komm, fremder Mensch," sagte sie mit unterdrückter zitternder Stimme, "ich werde mit dir sprechen und dich fortschaffen." Sie winkte ihm, in den Schlitten zu steigen, was er folgsam tat; sie gab ihm Mütze und Handschuh, ergriff Zügel und Peitsche und fuhr vorwärts.

Nettchen rief: "Keine Romane mehr! Wie du bist, ein armer Wandersmann, will ich mich zu dir bekennen und in meiner Heimat dein Weib sein." Und wie gesagt, so getan! Sie fuhren ihres Weges weiter. Wenzel führte jetzt die Zügel. Nettchen lehnte sich so zufrieden an ihn, als ob er eine Kirchensäule wäre.

4. These two passages precede and follow the turning point of the story. How does the language of these passages reflect the changes that have taken place?

So that the candidates can demonstrate their ability to read German acquired in the Advanced Placement course, they may be asked to read one or two poems or prose passages by authors with whose works they are presumably not familiar and to answer questions about them, in German or in English. For example:

September

Herbst will es werden allerwärts.
Ob Astern auch und Georginen[1]
Im Garten glühn mit Freudemienen,
Sie tragen doch geheimen Schmerz.

Die Abendberge träumen nun
So gold und rot am blauen Bande,
Als wär es rings im weiten Lande
Um lauter Glanz und Lust zu tun.

Auch meine Träume schmücken sich
Und summen liebe Jugendweisen[2]
Und tun bekränzte Heimatreisen
Und blicken still und feierlich.

Und dennoch weiß mein tiefster Sinn:
Von meines Lebens Sonnenzeiten
Ist wieder eine im Entgleiten
Und heute, morgen schon dahin.

1 *Astern, Georginen:* names of flowers
2 *Weisen:* melodies

Jugend und Liebe

Die Jugend folgt, ein Rosenblatt, den Winden;
Wenn, jung getrennt, sich wiedersehn die Alten,
Sie meinen doch, in ihren ernsten Falten
Den Strahl der süßen Jugend noch zu finden.

Des Dauerns Wahn,[3] wer läßt ihn gerne schwinden?
Mag auch ein Herz, das uns geliebt, erkalten,
Wir suchen immer noch den Traum zu halten,
Nur stiller sei geworden sein Empfinden.

3 *Wahn:* delusion

Die Jugend folgt, ein Rosenblatt, den Lüften;
Noch leichter als die Jugend flieht die Liebe,
Die nur des Blattes wonnereiches Düften.

Und dennoch an den herben Tod des Schönen,
Im treuen Wahn, als ob es ihm noch bliebe,
Kann sich das Herz auch sterbend nicht gewöhnen.

5. The central theme of these poems is the experience of transitoriness. Trace the development of this theme in each poem with specific references to the images of *Traum* and *Jugend.*

6. In each poem, the turning point is introduced in the fourth stanza by the words *und dennoch.* Show how their conclusions differ.

Candidates may also be asked to write an essay on a given topic, in English or in German, whichever permits them to express themselves more clearly. (They are given no special consideration for answers written in German, however.) They will be asked to relate the theme to one or more of the works from the supplementary list. An example of such a topic might be: In many works of German literature the love of one human being for another stands in a relationship of complication, conflict, or irreconcilability with other issues or goals. Show how this tension operates in at least two of the works you have read.

ANSWER KEY TO MULTIPLE-CHOICE QUESTIONS, GERMAN

1–C, 2–D, 3–C

In the College Board Advanced Placement Program, the only course description revised for 1969-70 is that for European History. The new edition is currently available.

Since the 1969-70 course descriptions for other subjects have not changed, we are continuing to use existing copies of the 1968-69 Course Description booklets for the present.

The information given on the back cover of this booklet is now obsolete. The examination date, the Conference dates and location, and the Committee of Examiners and Chief Reader for this subject may be found in the new edition of A Guide to the Advanced Placement Program.

6/69

1969 Advanced Placement Foreign Languages Conference:
June 26–28, University of Wisconsin. Richard Switzer, *chairman.*

1969 Advanced Placement Examination in German:
Friday, May 16, morning session.

COMMITTEE OF EXAMINERS AND CHIEF READER IN GERMAN

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